

*Birth through Grade 3 Policy Forum: Developing Strategic Pathways to College and Career Success*

Friday, May 16, 2014

DCU Center, 50 Foster Street, Worcester, MA 01608

**Breakout: Birth through Grade 3 Assessment Framework (1:00 PM -2:30 PM)**

*Discuss strategies for building a comprehensive assessment system from birth through grade 3, including the sharing of student data and the use of formative assessment data to inform instruction.*

- |           |   |
|-----------|---|
| 1:00-1:05 | Welcome and Introduction - Member of MA NGA team  |
| 1:05-1:15 | National context for B-8 framework, including assessment - Albert Wat, NGA  |
| 1:15-1:30 | Presentation by Boston Public Schools - Jason Sachs<br><i>If possible, please allow 2-3 min for Q&amp;A</i>   |
| 1:30-1:45 | Presentation by Lowell Public Schools and Lowell Head Start – Terry and Pat<br><i>If possible, please allow 2-3 min for Q&amp;A</i>   |
| 1:45-2:00 | Turn and Talk opportunity for participants (5 min “turn and talk”; 10 min discussion) – Albert<br><i>In pairs, participants will reflect on the presentations, focusing on the following questions:</i> <ul style="list-style-type: none"><li>• Which improvements, reforms, initiatives, etc. on B-3<sup>rd</sup> grade assessment policies/practices from Boston or Lowell would you like to replicate in your district/community?</li><li>• What are the opportunities and challenges to replicating these efforts?</li><li>• What other questions do you have for Boston or Lowell?</li></ul>   |
| 2:00-2:05 | Quick overview of the <i>Building the Foundation for College and Career Success for Children from Birth through Grade 3</i> definition - Albert   |
| 2:05-2:20 | Discussion of implications of the definition on a state-level B-3 <sup>rd</sup> assessment strategy and what is needed at the state and local level to design and implement a B-8 assessment framework - Albert<br><i>Discussion questions:</i> <ul style="list-style-type: none"><li>• <i>If these are the general areas of competencies that all children in MA need to develop from early childhood through 3<sup>rd</sup> grade to have a strong foundation for college and career readiness, then how do local districts and communities need to approach instruction and assessment? Is this different from the current approach to curriculum and instruction?</i></li><li>• <i>What needs to happen at the state level (e.g., funding, policies, implementation supports and resources, etc.) to help districts and communities implement assessment practices during the B-3<sup>rd</sup> grade continuum that give a better picture of where kids are on the path to college and career readiness and identify what’s needed to improve outcomes. Consider state-level actions on the following:</i><ul style="list-style-type: none"><li>○ <i>Educator (e.g., teachers, principals, superintendents) preparation</i></li></ul></li></ul> |

- *Professional development*
- *Educator observation and evaluation*
- *Leadership in ECE and elementary schools*
- *Family engagement*
- *Assessment instruments and tools (e.g., development, adoption, etc.)*

2:20-2:30      Wrap Up – 3 action items